

The Novel Study is worth 21 points and will include all of the following sections:

### **Section 1 - Book & Author Information**

- Provide an APA style reference for your book. See the Purdue Online Writing Lab example at - <http://owl.english.purdue.edu/owl/resource/560/08/>.
- Introduce the author of the book by presenting as much of the following as you can locate:
  - A short biography of the author (in your own words, not just copied from the web).
  - A list of other books that this author has written.
  - The address of the author's website and/or other interesting facts that might motivate students to read this author.
- Write chapter summaries for the first chapter, last chapter, and at least half of the chapters in between.
  - If your book doesn't have chapters, summarize the beginning, the end, and at least half of the remainder.
  - Each chapter summary should explain the actions of each major character as well as the plot line.
  - Each chapter summary should be evidence that you have read that chapter.

### **Section 2 - Content Connections**

- List the Georgia Performance Content Standards that this book will help you teaching (include the standard assigned to you and any others that apply). These can be found at - <https://www.georgiastandards.org/standards/Pages/BrowseStandards/BrowseGPS.aspx>.
  - Include the standard identifier (letters and numbers in front) and all words in the standard. If the connection only applies to part of the standard, highlight that portion.
  - For each standard, provide a short description of how the book will help students understand this standard - be specific!
  - If your content is English or Math, focus on the content portion of the standard and NOT the literacy portion. We will focus on the literacy aspects later.
  - If your content is Science, History, or Social Studies, the GPS are still only content related so don't worry.

### **Section 3 - Vocabulary Study**

- Identify and list a minimum of 5 important vocabulary words for each chapter.
  - Identify the chapter number and name.
  - List the identified vocabulary words for each chapter. If your book doesn't have chapters, find 5 words for every 20 pages.
  - Label each word with the tier level it represents (based on 3-tier document included in this e-mail).
  - Label each word that could be considered "academic vocabulary" within your content area (see academic vocabulary document included in this e-mail).

## Section 4 - Literacy Strategies

- Identify and list the Common Core Standards that you can use in conjunction with this text and your content (THIS is the literacy part). The Common Core standards can be found at -
  - English and Math (already embedded in GPS) - <https://www.georgiastandards.org/standards/Pages/BrowseStandards/BrowseGPS.aspx>
  - Science, History, and Social Studies (use the literacy standards) - [https://www.georgiastandards.org/Common-Core/Pages/CCGPS\\_Literacy.aspx](https://www.georgiastandards.org/Common-Core/Pages/CCGPS_Literacy.aspx)
  - Include the standard identifier (letters and numbers in front) and all words in the standard. If the connection only applies to part of the standard, highlight that portion.
  - For each standard, provide a short description of how the book will help students develop literacy - be specific!
- List and describe the strategies that you will use to teach the content and the identified literacy skill or knowledge.
  - Use as many different strategies as possible (don't bore yourself or your students).
  - Use strategies from your textbook and class presentations.
  - Include at least two strategies for teaching vocabulary.
  - Include at least one strategy for building background knowledge.
  - Include at least three other literacy strategies.

We have not covered all of these topics yet (vocabulary, background knowledge, etc.) but we will soon!

## Grading Information

A rubric for this assignment is available in LiveText.

A draft (to prove you have started the assignment) is **due on July 2<sup>nd</sup>**. This should be turned in to me as a hard copy in class.

If you turn in a draft, I will give you feedback (so turn in as much as you possibly can). If you do not turn in a draft on July 2<sup>nd</sup> I will not have time to provide feedback and the final will be graded “as is” with no opportunity to redo!

The Final is **due on July 30<sup>th</sup> in LiveText** – NOT as a hard copy.